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AUTHOR Phipps, Lloyd J.; Knell, Kenneth
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ABSTRACT

As a means of encouraging the formation of school-sponsored, citizen advisory committees, the Illinois Citizens Education Council embarked on a 3-year research and development project. This publication describes this project and thereby serves as a guide for organizing and using citizens' education advisory committees. Specific objectives of the project were to determine the most rewarding activities and procedures, and to provide resources for local citizen advisory committees. These include improved selection procedures, demonstration centers, consultants from Illinois colleges and universities, lines of communication, and information. Project organization procedures are described, followed by evaluation methods, organization of committees, and accomplishments in the areas of school policy, school programs, communication between school and community, and other activities. The study investigated committee morale and relationships, committee operation, and reactions of the chairpersons of citizen advisory committees and of college and university consultants. A summary provides recommendations from citizen advisory committees on the following issues: purpose of committees, selection of members, basic rules of operation, affiliated committees, school policy, programs of schools, public information, attitudes toward schools, undesirable activities, and inservice education. Appendixes provide instrumentation used in the project, guidelines for the organization and operation of citizen advisory committees, and sample materials. (TE)

ED260507

A RESEARCH AND DEVELOPMENT PROJECT

CITIZEN PARTICIPATION IN POLICY MAKING FOR PUBLIC SCHOOLS IN ILLINOIS

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THE HOW OF SUCCESSFUL CITIZEN ADVISORY COMMITTEE OPERATION

EA 017 955

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Illinois Citizens
Education Council
and
Rurban Educational
Development Laboratory
College of Education
University of Illinois

Lloyd J. Phipps
Director of REDL

Kenneth Knell

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The following are the pilot centers participating in the summary of the research project:

Beardstown
Decatur
Hartsburg-Emden
Jerseyville
Kankakee
Mahomet-Seymour
Marseilles
Ottawa (Elementary)
Tri-Valley
Vandalia

PREFACE

The ultimate decisions about public education are made in the United States by the citizenry. These decisions are often made thoughtfully with the public interest in mind; however, they are also often made ill-advisedly and without regard to long-range plans. Many citizens due to lack of understanding are apathetic about public education, or seem to be apathetic because channels for their intelligent participation in educational policy decisions have not been provided. Conflicts among citizens and between lay citizens and professional educators keep the public schools and colleges from serving the public as well as they might. Education has become too important to the public to risk longer the perils of inadequate or inept citizen action

A limited amount of citizen participation in public education is provided in Illinois through local boards of education, various state boards, and the General Assembly. Supplementary citizen participation appears sporadically and with widely varying effectiveness through the PTA, citizen advisory committees, voluntary organizations, and individual initiative.

Most of the efforts by citizens need assistance. There is special need in the organization and management of local citizens advisory committees associated with the public schools. Once organized, lay advisory committees need guidance in determining appropriate areas in which to work. They can render invaluable aid in long-range planning, policy making, and communication, but they may actually render a disservice if they invade professional areas such as curriculum construction or teaching methods.

Citizen participation in policy making in education is extremely important. Intelligent, productive citizen participation requires citizens who are well-informed and who understand the problems faced by schools. Citizens have an obligation to spend time and effort in learning about the schools so they can contribute effectively to the making of educational policy. Constructive, informed participation by citizens is essential.

This publication should be of primary interest to boards of education, school administrators, teachers, and citizens as a guide in organizing and using citizens education advisory committees.

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THE BEGINNING

The Illinois Citizens Council was formed as a direct result of the 1957 Illinois White House Conference on Education One of the lay citizen groups participating in the conference had as its central focus the study of how to inform lay citizens about their public schools. At the close of the conference this group of persons had developed sufficient enthusiasm and commitment that they felt their work should continue even though the conference was over.

As a result, a core group organized what eventually became the Illinois Citizens Education Council The initial membership of the Illinois Citizens Education Council, comprised of some 200 persons, was selected from approximately 1,200 nominations submitted from all parts of Illinois by professional educators, newspaper editors, and individual lay citizens interested in education

One of the original aims of the Illinois Citizens Education Council was, and is today, the development of effective patterns of constructive lay citizen involvement in policy making for public education It has been the belief of the Illinois Citizens Education Council that one of the most effective and best ways of securing this lay citizen participation is through the use of continuing school-sponsored citizens advisory committees working with the elected board of education and the professional school staff of the local district

As a means of encouraging the formation of this type of citizens advisory committee, the Illinois Citizens Education Council embarked on a research and development project entitled, Citizens Participation in Policy Making for Public Education The initial funding for this project was provided by the Sears Foundation.

The first step in the development of the project was securing and orienting a group of professional consultants in education who would be available to work with local school districts in the formation and operation of citizens advisory committees. These consultants were acquired from among faculty members in each of the five state universities of Illinois who had a professional interest in education and in working with local school districts. The recruiting of the professional education consultants was accomplished by, first, securing the support of the presidents of the state universities and then holding open meetings for faculty members who were interested in participating in the project As a result of these meetings, approximately 30 qualified and interested faculty members from the various state universities committed themselves to work with the project These persons were provided with a packet of informational materials which had been developed by Illinois Citizens Education Council members and professional educators interested in citizen participation in public education The professional consultants were also provided, during the course of the project, with various opportunities to attend in-service workshops designed especially to meet the needs of persons functioning as consultants to citizens advisory committees in local school districts

The next step in the launching of the project was to inform local school districts of the service that was available to them through the project. This was done by various means including articles in

(1) Illinois School Board Journal (July-August 1965); (2) Illinois Journal of Education (May 1963); (3) Illinois Education (October 1963); (4) ICEC Newsletter, and through personal appearances by the director of the project at school board and school administrator groups.

As a means of encouraging local districts to utilize the services of these professional consultants, funds were provided to pay one half the cost of the consultant fees for the first 12 months a committee was in operation. It was hoped that the committee would be continued by the local district after this initial one-year period.

The Kankakee school district was the first to become involved with the project and their participation was followed by the participation of several school districts of smaller size. During the four years that the project was in existence, a total of 18 districts participated in the project on a full-time basis. The districts participating were:

1. Kankakee
2. Collinsville
3. Edwardsville
4. Panhandle
5. Greenville
6. Massac County
7. Pope County
8. Vandalia
9. Jerseyville
10. Ottawa
11. Beardstown
12. Marseilles
13. Decatur
14. Northwestern
15. Hartsburg-Emden
16. Mahomet-Seymour
17. Churchville
18. Tri-Valley

OBJECTIVES OF PROJECT

While the need for broader participation of citizens in a constructive fashion in education is obvious, the problem is to provide the means. An effective effort to achieve broader participation of citizens in policy making for education requires both a sound program and the resources, including human and financial, to accomplish it. The demonstrated success of citizens committees that were organized and utilized, following the pattern developed at the University of Illinois, warranted the continuing use of this pattern as the basis of the study being reported in this publication. The outline of this pattern is presented in Appendix F.

MAJOR OBJECTIVES. The major objectives of the proposed project were as follows:

1. To improve the quality of citizen participation in citizens advisory committees appointed by local school boards.

2. To enlarge the scope of such participation on the local level as well as on the state level.

3. To develop and test new techniques and procedures in organizing and utilizing citizens advisory committees appointed by local school boards.

SPECIFIC OBJECTIVES The project was designed to continue for three years, beginning September 1, 1963. It was assumed that sufficient local citizens advisory committees would have participated in the project by the end of three years to provide the data necessary for the evaluation of the

effectiveness of citizens advisory committees appointed by local school boards and provided with consultants services consisting of qualified professional educators. The specific objectives of the project, as outlined by the Illinois Citizens Education Council committee, were as follows:

1 To determine the activities and procedures of local citizen advisory committees that are most rewarding

2 To contribute to the improvement, availability, capability, and functioning of school board members, administrators, and teachers by supporting improved selection procedures, training clinics, and arousing public concern for schools.

3 To provide demonstration centers where interested board members, administrators, citizens advisory committees, teachers, and interested citizens may attend to gain knowledge.

4. To help in establishing and maintaining effective citizens advisory committees by providing for consultants from Illinois colleges and universities to consult with the local citizens advisory committees who are in need of assistance and request such assistance.

5. To establish lines of communications and effective cooperation between the Illinois Citizens Education Council and local citizens advisory committees.

6 To disseminate information to local citizens advisory committees, boards of education, school administrators, and interested citizens regarding advisory committee activities and procedures with the most potential and with the least potential.

7 To provide a basis for the further development of citizen participation and the financing of this participation on a state and local level

ORGANIZATION PROCEDURES

The procedures used to organize the project were: (1) Divide the State of Illinois into seven regions with each region have a "chief" consultant responsible for selecting a corps of interested professional consultants from his college or university; (2) establish several pilot citizens advisory committees in each of the seven regions of the state; (3) organize and develop these committees in accordance with the pattern developed at the University of Illinois; (4) try out and test new techniques and procedures in the operation of citizens advisory committees; (5) make the pilot centers available as demonstration centers; and (6) evaluate the project

SELECTING AND USING CONSULTANTS. The state was divided into seven regions by the Illinois Citizens Education Council for organizational purposes. Each region included an institution of higher education as a center Each center had a number of faculty members who had demonstrated an interest in working with lay citizens for educational improvement. The consultants in each center were given intensive training in the principles

of citizen participation in education. Consultant clinics were held periodically to discuss common problems and to compare techniques and results.

SELECTING AND WORKING WITH PILOT CENTERS. The citizens advisory committees were inaugurated in communities in cooperation with local boards of education. They were organized and developed in accordance with the pattern developed at the University of Illinois. (See Appendix F for outline of pattern.) Eighteen citizens advisory committees were established as pilot committees. Fourteen of these committees were still active when the project was terminated. Some of the inactive committees have plans to become active again in the near future.

EVALUATION OF PROJECT

Survey forms were prepared and sent to (1) participating consultants; (2) active citizens advisory committees; and (3) chairmen of the citizens advisory committees.

SURVEY FORM FOR CONSULTANTS. A questionnaire was developed for the consultants use. Each consultant was involved in the development of the questionnaire. The consultants involved in the development of the questionnaire were those participating in the study after January, 1966. A copy of the questionnaire is presented in Appendix A.

The consultants completed the questionnaires and returned them to the Rurban Educational Development Laboratory for summarizing and analyzing.

SURVEY FORM FOR CHAIRMEN. In addition to the questionnaire form for the consultants, a questionnaire was developed for the chairmen of the citizens advisory committees. The questionnaire was used on a pilot basis with Mr. Harold Phipps, Chairman of the Mahomet-Seymour Citizens Advisory Committee. The questionnaire was then revised and sent to the superintendents of the schools serving as pilot centers. The superintendents were asked to give the questionnaire to the chairmen of their advisory committees. A copy of the questionnaire is presented in Appendix B.

SURVEY FORM FOR CITIZEN ADVISORY COMMITTEES. A questionnaire was developed to obtain information on the activities and procedures of the citizens advisory committees in the pilot centers and to obtain the composite attitudes of the members of the citizens advisory committees. This questionnaire was used on a pilot basis with certain past chairmen of a citizens advisory committee prior to sending it to all the pilot centers. Mr. Herbert N. Wicke, Superintendent of Mahomet-Seymour Community Unit District No. 3, Mahomet, Illinois, asked some of the past chairmen of their citizens advisory committee to meet and use the questionnaire on a pilot basis. The following chairmen and Mr. Herbert N. Wicke assisted in its development:

Mrs. Harold Parrett, R. R., Mahomet, Illinois
Mr. Paul Dunlap, R. R. No. 3, Champaign, Illinois
Mr. Paul Phillippe, Mahomet, Illinois

The questionnaire was revised and sent to citizens advisory committees through the superintendents of schools in the pilot centers. A copy is presented in Appendix D.

ORGANIZATION OF COMMITTEES

The boards of education involved in the project seemed to understand thoroughly what they were doing and why they were forming citizens advisory committees. Several board meetings, with a consultant being present, were used in developing this understanding. Many of the difficulties that have been experienced by school districts in the use of citizens advisory committees have resulted because the committees were hastily created to meet emergencies and were launched without adequate understanding by those involved of the functions of the committees. None of these shortcomings appeared in the findings for the study being reported.

WHO STARTED THE COMMITTEES? In the pilot centers each board of education was asked to form a citizens advisory committee following the plan in the bulletin, Citizen Participation in Policy Making for Public Education, by Herbert M. Hamlin, College of Education, University of Illinois. The committees in the pilot centers were started either by the boards of education or by the boards of education in cooperation with their superintendents. An outline of the plan for forming citizens advisory committees is presented in Appendix F.

WHY COMMITTEES WERE STARTED. In a majority of the communities involved in the study, the stated reason for establishing citizens advisory committees was to "aid the board of education with public relations in the community on present school matters and future decisions." Another reason stated for establishing committees was "to provide better communication between the board of education and the general public and vice versa." Each of the boards of education in the pilot centers indicated that they had in their minutes a motion indicating that a citizens advisory committee was to be formed.

HOW THE COMMITTEES WERE STARTED. The findings of this study indicate that a majority of the boards of education named a selection committee to (1) secure nominations for membership on a citizens committee from a large and representative part of the people of the district and (2) screen these nominations and add others to produce the kind of committee the board had specified. Superintendent Walter W. Knecht of Kankakee School District No. 111 prepared a form to enable him and the board of education to get a cross-section sample of the citizens in the community as committee members. See Appendix H for a copy of the form used by Superintendent Knecht.

BASIC RULES OF OPERATION FOR COMMITTEES. A majority of the boards of education adopted policies or basic rules of operation for their citizens advisory committees. Following is a typical outline of the major headings for these basic rules of operation:

1. Term of members
2. Consultant use
3. Procedures
4. Responsibilities of members of committee
5. Responsibilities of committee
6. Maintenance of membership

METHODS AND PROCEDURES RELATING TO THE OPERATION OF AFFILIATED COMMITTEES. Fifty percent of the citizens advisory committees used affiliated committees Affiliated committees were often used to study some specific problem area delegated to it by the parent citizens advisory committee When affiliated committees were used they reported their findings to the parent citizens advisory committee for approval or rejection The boards of education in developing the policies or charter for citizens advisory committees usually outlined how and when affiliated committees were to be used. Following is a typical outline for the basic operational charter for affiliated committees

1 Purpose

2 Membership

3 Tenure

4 Consultants.

5 Orientation to problem.

6 Officers.

7 Rules of operation

COMMITTEE ORGANIZATION. Each of the original members of a citizens advisory committee typically served for a one-year term At the end of the first year the original members drew lots for terms of one, two, and three years so that a systematic rotation of members was established. Replacement members typically served for three-year terms. Committee members typically were not eligible for reelection to membership on a citizens advisory committee until they had been off the committee for one year Officers typically were elected, by members, to serve one-year terms. Officers for the following years were generally selected from members who had served at least one year. With this procedure the officers would have at least one year of experience before being elected. The average number of meetings held per year by the citizens advisory committees in the pilot centers was eight; the range was from five to ten meetings per year

ACCOMPLISHMENTS

The consultants, citizens advisory committees, and chairmen were asked to indicate on a questionnaire the accomplishments of the committees. The areas covered in the questionnaire to summarize and evaluate the activities and accomplishments of the citizens advisory committees participating in the project were: (1) school policy; (2) school program; (3) communications between school and community; and (4) problem areas.

SCHOOL POLICY. Following is a summary of some of the typical responses of the advisory committees, consultants, and chairmen of the committees on the questionnaires which they completed regarding the impact of the citizens advisory committees on school policy.

1. Suggested school policies which were adopted

2 Suggested and helped in the development of a "school policy" handbook

3. Reevaluated policies of the school based on the information obtained from a continuing survey of graduates.

4. Assisted in developing policy guidelines for selection of a superintendent.

5. Assisted in defining policies of the district relating to building needs.

6. Studied communication and transportation policies.

7. Studied and made recommendations on building and curriculum policies.

SCHOOL PROGRAMS. The questionnaires to the consultants, to the advisory committees, and to the chairmen of committees involved in the study inquired regarding how the citizens advisory committees in the pilot centers contributed to the improvement of the programs of the schools. From the responses to this question it appeared that the programs of the schools were a primary area of interest for the citizens advisory committees in the pilot centers. Following is a list of activities and accomplishments as reported by the questionnaire respondents:

1. Studied whether or not to recommend a junior high school organization or a middle school organization for the community.

2. Studied guidance and counseling programs underway and recommended improvements. (It was reported that improvements suggested were instigated.)

3. Studied the building program and recommended buildings needed.

4. Studied curriculums provided and recommended innovations needed.

5. Studied kindergarten program and recommended improvements.

6. Helped in a study of the need for an area vocational school and made recommendations.

7. Studied the financial situation of the school and recommended a tax referendum for the educational fund.

8. Conducted a study of the need for an enlarged district.

9. Conducted a study of the curriculum and recommended a credit course in note taking for college-bound students.

10. Studied the "drop-out" problem and made recommendations regarding changes needed.

11 Studied the transportation problem and made recommendations regarding changes needed.

12 Studied educational needs of adults in the community and made recommendations regarding how these needs could be met

COMMUNICATIONS BETWEEN SCHOOL AND COMMUNITY. The responses on the questionnaires to citizens advisory committees, to chairmen of citizens advisory committees, and to the consultants indicated that the activities and recommendations of the committees in the pilot centers did improve communication between the school and the community One citizens advisory committee was undecided as to whether or not its existence and work had contributed to improved communication between the school and the community

OTHER ACTIVITIES The other activities listed by the groups studied--consultants, chairmen, and the citizens advisory committees--are as follows:

1. Studied community to determine educational needs.
2. Surveyed fire and safety hazards and assessed whether or not school facilities met fire and safety codes
3. Surveyed economical and demographic factors to determine their potential effect on educational programs
4. Surveyed past trends and future needs
5. Followed-up graduates of the past ten years to determine their present occupations
6. Analyzed census to project possible future enrollments and needed educational programs

COMMITTEE MORALE AND RELATIONSHIPS

In the study an attempt was made to determine whether or not a citizens advisory committee increased, decreased, or had no noticeable effect on the interest in schools and their programs by school board members, administrators, affiliated citizen advisory committee members, central advisory committee members, teachers, organizations in the community, and the general public An attempt was also made to determine the number of persons involved in committee work in each pilot center other than members of the central citizens advisory committee Another objective of the study was to determine whether the citizens advisory committee contributed part or all of a program at other community meetings. Other objectives related to how effectively committee members shared their experiences with the members of citizens advisory committees in other communities and how effectively committees assisted in disseminating information in their communities about school policies.

EFFECT OF CITIZENS ADVISORY COMMITTEES. The citizens advisory committees in the pilot centers studied were asked to estimate the effect of their existence and their activities on the interest of others in the schools' educational programs. Sixty percent of the citizens advisory committees questioned responded that the interest of the citizens advisory committee members regarding their school's educational programs had increased They replied that the interest in school affairs by the public had increased in 40 percent of the pilot centers due to the effective work of the citizens advisory committees. Thirty percent of the committees in the pilot centers reported that interest in school affairs increased for the members of the affiliated committees as they studied and made suggestions for the improvement of their schools Forty percent of the committees in the pilot centers indicated that the

interest of the community organizations increased regarding the schools' educational programs Only 30 percent of the pilot centers believed that the interest of teachers increased due to the work of the citizens advisory committees Eighty percent of the citizens advisory committees questioned responded that the interest of their school administrators regarding their schools' educational programs had increased Seventy percent of the citizens advisory committees questioned responded that the interest of the boards of education regarding the educational programs in their schools had increased

NUMBERS OF PERSONS INVOLVED IN COMMITTEE WORK OTHER THAN MEMBERS OF THE GENERAL CITIZENS ADVISORY COMMITTEE. In the study an attempt was made to determine whether or not the involvement of a larger number of persons in committee work increased the effectiveness of the committee. The responses on the questionnaires from the citizens advisory committees seemed to indicate that increasing the number of persons working on affiliated committees did increase the effectiveness of the citizens advisory committees The range in the number of persons involved in the pilot centers, other than the members of the central citizens advisory committee, was from 1 person to 360 persons. From the school staffs the range in number of personnel involved was from 3 to 40; from the community the range in number of persons involved was from 0 to 300; and from outside the community the range in number of persons involved was from 1 to 20 One chairman aptly summarized this section of his questionnaire by stating that any problem can be solved if the board of education is cooperative, if dynamic leadership is provided by the administration, if the citizens feel a need to solve the problem and are willing to give their untiring efforts towards its solution, and if students, teachers, nonprofessional personnel, and professional people from outside the school are consulted.

CONTRIBUTION TO OTHER COMMUNITY PROGRAMS. The responses on the questionnaire from the citizens advisory committees indicated that only three committees contributed part or all of a program at a parent-teacher association meeting Three citizens advisory committees indicated that they contributed part or all of a program at meetings of other community groups Committee members and board members representing these three citizens advisory committees met with 40 groups in the community, using slides made by professionals to explain school problems. Committee members representing these three citizens advisory committees met with the Booster Clubs, Home Bureaus, Woman's Clubs, American Legions, and the Legion Auxiliaries. Committee members from some of the citizen advisory committees also studied public-sponsored meetings on school problems

JOINT MEETINGS. Six committees held joint meetings with citizens advisory committees in other communities for the purpose of discussing common problems Visiting other citizens advisory committees and studying their procedures and accomplishments appeared to be a desirable educational experience.

DISSEMINATION OF SCHOOL POLICY. Four citizens advisory committees indicated that they helped disseminate school policy by (1) studying the policy handbook so committee members could discuss school policy intelligently; (2) distributing brochures throughout the community, (3) providing timely news releases through authorized channels of distribution; and (4) reporting results of studies and recommendations

accepted by boards of education, along with plans for implementation of the recommendations

COMMITTEE OPERATION

The basic operations of the citizens advisory committees in the pilot centers were studied. The areas studied included (1) types of problem areas studied by the committee; (2) kinds of annual programs conducted and the regularity of meetings; (3) types of discussions conducted; (4) kind of training provided committee members; and (5) type of basic rules of operation followed.

PROBLEM AREAS STUDIED BY THE COMMITTEE The questionnaire submitted to the citizens advisory committees asked, "Has the committee kept in its proper field?" One hundred percent of the committees answered yes to this question Unsuitable activities in which the citizens advisory committees in the pilot centers had to be advised to avoid included (1) nominating and electing board members; (2) planning courses and choosing textbooks; (3) recommending regarding the hiring, firing, promotion, or transfer of staff members; (4) reporting independently to the public; and (5) operating without professional assistance.

PROGRAMS The responses on the questionnaires indicated that the annual program plans for most of the committees were sound The meetings were well-planned and efficiently conducted. The committee members participated effectively in the discussions at the meetings of the committees One superintendent indicated that the citizens advisory committee for this school had worked as a part of a large committee involving many districts on a project of mutual interest to all the districts

The committees in the pilot centers studied such problem areas as (1) curriculum needs; (2) financial needs; (3) geographical areas that might be served; (4) attitudes of people; (5) building needs; (6) school policy needs; and (7) administration and reorganization needs.

EDUCATION OF ADVISORY COMMITTEE MEMBERS. All committees in the pilot centers, with the exception of one, had access to a library collection of school and educational materials Four committees studied the rules of operation of a committee after being organized as a citizens advisory committee. Most of the committee members in the pilot centers had received a letter, had been visited by a committee member and a board member, or both after being nominated for membership on a citizens advisory committee. Only three committees in the pilot centers studied had received orientation during the first committee meeting each year regarding their responsibilities and how they were to operate. The responses on the questionnaire indicated that there had been general orientation by the school superintendent or his representative, in most instances, on each educational problem the committees considered. Members of the citizens advisory committee in one pilot center visited regularly the regional school board meetings.

BASIC RULES OF OPERATION. The boards of education in the pilot centers were asked to review and revise regularly the "basic rules of operation" of their citizens advisory committees. Four of the pilot

centers indicated that the basic rules of operation were reviewed regularly. Two citizens advisory committees indicated that some changes had been made in their basic rules of operation. The changes involved (1) the aligning of the terms of service of the committee members with the school year; (2) the increasing of the number of committee members; and (3) the using of board members, certified staff, and school administrators as consultants for the citizens advisory committee.

REACTIONS OF CHAIRMEN OF CITIZENS ADVISORY COMMITTEES

All chairmen of the 14 active citizens advisory committees involved in the project were sent a survey form to obtain their viewpoints on the operation of committees. A copy of the questionnaire is presented in Appendix B.

All of the chairmen responding were chairmen of a general citizens advisory committee. The chairmen of the citizens advisory committees in the pilot centers were queried regarding the desirability of advisory committees. If they believed that they were desirable, they were asked why they thought that they were desirable. One hundred percent of the chairmen responding answered yes regarding the desirability of a citizens advisory committee for a school district. The following answers were obtained as to why they were desirable: (1) A citizens advisory committee involves more people in school problems; (2) the training a member receives is desirable for prospective school board members; (3) a citizens advisory committee promotes good public relations; (4) a committee can improve communication between the board of education and the community; and (5) a citizens advisory committee provides an instrument for the involvement of the citizens in school affairs.

PROBLEMS STUDIED AND RECOMMENDATIONS MADE. The questionnaire to the chairmen of committees involved in the study asked regarding how the citizens advisory committees contributed to the improvement of the programs of the schools. The responses to this question indicated that school programs were a primary area of interest for the advisory committees in the pilot centers.

SUCCESSFUL PROCEDURES AND ACTIVITIES. The chairmen of the citizens advisory committees in the pilot centers were asked to indicate what procedures and activities of their committees seemed to be most successful. There were five main points made by the chairmen in the responses to this question:

1. It is important to present problems and recommendations to a community in a straightforward manner, and it is important that these problems and recommendations be presented by lay people.

2. The basic policy rules of operation for citizens advisory committees adopted by the board of education are important and should be followed and revised as needed.

3. It is important to promote and maintain good relationships between the citizens advisory committee and the administration, the board of education, and the citizens

4 It is necessary for the personnel of the citizens advisory committee to be vitally interested in the activities of the committee

5. The minutes of the committee meetings should be given to each member each month

6. There should be close cooperation with the local newspapers, the local radio stations, and the local TV stations

ANALYSIS OF SUCCESSFUL PROJECTS. The chairmen of the citizens advisory committees in the pilot centers were asked why the projects undertaken by the committees were successful. Following are their typical responses: (1) The committee had a set of rules to govern meetings; (2) the committee was active and had good attendance of members at meetings; (3) the administrative officials and the school board members participated as active local consultants; (4) the administrative officials and the school board members attended committee meetings regularly; (5) the citizens were well-informed on the various committee projects; (6) the organizations within the school district were extremely cooperative; and (7) the staff members in the school were cooperative.

INCOMPLETE STUDIES. The fifth question asked the chairmen of the citizens advisory committees concerned problems the committees encountered. There were responses by two chairmen concerning this question, and they stated that (1) the chairmen were not in regular attendance and (2) projects undertaken were not summarized because the summary required seemed to be too complex to complete. The chairmen stated that when a chairman was not attending meetings regularly, the attendance of citizens advisory committee members was also irregular and little was accomplished at the meetings. This response substantiates the authors' opinions that vice-chairmen should be selected to chair meetings of citizens advisory committees when the chairman is absent

REACTIONS OF COLLEGE AND UNIVERSITY CONSULTANTS

A questionnaire was developed to obtain the reactions of the consultants regarding the effective use of citizens advisory committees. Each consultant involved in the project assisted in the development of the questionnaire The following consultants completed questionnaires and returned them to the Rurban Educational Development Laboratory:

1 Dr. Winston Roesch, Northern Illinois University, DeKalb

2 Dr Clayton F Thomas and Dr Elwood Egelston, with Dr Francis Brown cooperating, Illinois State University, Normal.

3. Dr. Glen D Williams, Eastern Illinois University, Charleston.

4. Dr Jack A. Peterson, Western Illinois University, Macomb.

5. Dr. David E. Bear, Southern Illinois University, Edwardsville

6 Dr Merle Sumption, University of Illinois, Urbana

SUCCESSFUL PROCEDURES. The consultants worked directly with citizens advisory committees. They observed the following procedures and reported that they were effective:

1. Using a selection committee in obtaining members for a citizens advisory committee.

2. Using assistance of consultants in formulating bylaws for the committee.

3. Using officers of the citizens advisory committee as an executive committee.

4. Using subcommittees for intensive study of special problem areas such as building needs and curriculum needs.

5. Providing agendas for meetings.

6. Using professional consultants in the study of certain areas.

7. Providing committee members with instruction regarding how to participate effectively at committee meetings.

8. Adapting and using basic guidelines regarding committee operation.

9. Developing and using a questionnaire to determine community attitudes towards the public school.

10. Allowing ample time and devoting considerable attention to planning the organization of a citizens advisory committee.

11. Clarifying continually the roles of the administration, the school board, the chairman, the members of the committee, and the consultant.

12. Helping to develop attitudes of sincerity, helpfulness, and willingness among committee members.

13. Having members of citizens advisory committees attend school board meetings on a rotating basis.

UNSUCCESSFUL PROCEDURES. The consultants were asked on the questionnaire to list unsuccessful procedures that were observed in their work with citizens advisory committees. The following list was suggested by the consultants from the universities:

1. Permitting administrators to become directly involved in the work of the citizens advisory committee instead of serving as a resource person or as a consultant.

2. Allowing communications of the citizens advisory committee to bypass established channels.

3. Permitting personality problems of members to interfere with operation of the citizens advisory committee.

4. Permitting an organization in the community to dominate the citizens advisory committee.

5 Selecting committee members that lack leadership and vision.

6. Avoiding possible cooperative working relationships between the school board and the committee

7. Allowing longstanding feuds in the community to occupy the time of the committee.

8. Allowing size of committees to become too large for constructive action

SUMMARY AND CONCLUSIONS

The major purpose of the study was to determine how citizens through citizens advisory committees could participate effectively in public school affairs.

The following paragraphs summarize briefly some of the findings of the study Also presented are certain critical conclusions and recommendations relating to the successful operation of citizens advisory committees established to promote and improve education.

RECOMMENDATIONS FROM CITIZENS ADVISORY COMMITTEES. Administrators of schools, members of boards of education, teachers (elementary, secondary, and junior college), directors of vocational and technical education programs, junior college presidents, and others often ask the following questions:

1. Why start a citizens advisory committee?

2. What is the recommended way to start a citizens advisory committee?

3. Should the board of education and administrators have a set of rules for the committee to follow?

4 What are affiliated committees and how should they be formed and used?

5. Will citizens advisory committees help determine school policy, evaluate the school program, assist in keeping the public informed regarding the school, and make recommendations regarding school problems?

6. What effect does a citizens advisory committee have on the morale of the personnel of the school and on the relationships with other organizations in the community?

7. What problem areas should citizens advisory committees avoid?

8. What are the recommended methods of providing in-service training for members of citizens advisory committees?

PURPOSE OF COMMITTEES. The often stated reason of the boards of education in the pilot centers of establishing citizens advisory committees was to "aid the board of education with public relations in the community on present school matters and future decisions." Another reason stated for establishing committees was "to provide better communication between the board of education and the general public and vice versa " One hundred percent of the boards of education in the pilot centers indicated that they had in their minutes, a motion, to the effect that a citizens advisory committee was to be formed.

SELECTION OF MEMBERS. A majority of the boards of education named a selection committee with two functions: (1) To secure nominations of members to represent all the people of the district, and (2) to screen these nominations and add others to produce a representative committee of the type the board of education had specified Since the more successful citizens advisory committees in the pilot centers utilized the preceding techniques of selecting members, additional evidence is available to support the usual guideline to school districts regarding the advisability of obtaining representative membership on advisory committees. See Appendix H for a specified form to assist in obtaining representative committee membership.

BASIC RULES OF OPERATION. A majority of the boards of education adopted basic rules of operation for a citizens advisory committee. Experience with citizens advisory committees in the pilot centers indicates that it is highly desirable for any member missing three meetings without a valid excuse to be immediately dismissed and replaced by a new member to fill his unexpired term. It also seems desirable that members of a citizens advisory committee seeking membership on the board of education should resign from the committee prior to filing his application for membership on the board.

AFFILIATED COMMITTEES. In most cases affiliated committees were used to study specific problem areas delegated to them by the parent citizens advisory committees. Experience in the pilot centers indicates that the use of affiliated committees is desirable as a means of involving many citizens in a meaningful way in school affairs. When affiliated committees were used, they reported their findings to the parent citizens advisory committee for approval or rejection. The basic operational charters for the affiliated committees in the pilot centers were developed by the boards of education. This seems to be a desirable practice.

SCHOOL POLICY. The citizens advisory committees studied devoted much of their time and effort to the consideration of appropriate overall school policy which they desired to recommend. Their studies regarding overall school policy seemed to be well-received and effective Their recommendations on school policies were usually considered seriously by school administrative personnel Most of their recommendations were adopted and implemented. When recommendations were not adopted or could not be implemented, explanations concerning the reasons they were not adopted or could not be implemented were transmitted to the citizens advisory committee. Study of school policy and recommendations regarding school policy appeared to improve working relationships between the school officials and the citizens advisory committees.

PROGRAMS OF SCHOOLS. The programs of the schools constituted another primary area of interest for the citizens advisory committees in the pilot

centers The citizens advisory committees studied seemed to make important contributions relating to (1) school organization; (2) building needs for programs desired; (3) curriculum innovation and development; (4) financial support for program development; (5) transportation problems; and (6) adult education programs.

PUBLIC INFORMATION. The citizens advisory committees in the pilot centers believed that they were successful in promoting a desirable flow of information from the school to the citizens of the community and from the citizens to the school. It appeared in the pilot centers that improved communications among all concerned was one of the positive benefits of the use of citizens advisory committees. The evidence seemed to show that the citizens advisory committees were especially effective in improving communication in their districts regarding (1) school policies, (2) programs of schools, and (3) studies conducted relating to school improvements needed. A few committees could be faulted for emphasizing trivia relating to policies and programs instead of focusing on the important issues.

ATTITUDES TOWARD SCHOOLS. The use of citizens advisory committees in the pilot centers resulted, in a majority of the centers, in improvement of relationships among various groups interested in education. Evidence was available, however, to show that misused or misguided citizens advisory groups could decrease the constructive interest of citizens in schools and education.

It appeared in the pilot centers that the citizens advisory committees could have made more effective use of the teachers in their systems as consultants. In certain of the pilot centers, effective use was not made of affiliated committees. More research is needed to determine ways and means of using affiliated committees effectively.

UNDESIRABLE ACTIVITIES. Certain of the citizens advisory committees in the pilot centers had to be guided away from a few activities that were getting them into difficulty. The activities that seemed to be getting them into difficulty were: (1) Becoming involved in nominating and campaigning for board members; (2) planning courses and choosing textbooks for teachers; (3) recommending regarding the employment, promotion, and dismissal of staff members; (4) reporting independently to the public instead of reporting through approved channels; and (5) operating without the assistance of administrators, board members, and teaching staff.

IN-SERVICE EDUCATION. Citizens advisory committee members need to be taught their role and the role of the committee.

Following are the successful techniques used in the pilot centers for the in-service education of the members of citizens advisory committees.

1. Providing new members with a general orientation.

2. Providing access to a library collection of school and educational material.

3 Orienting committee members regarding background of educational problems prior to their study by committee. This should be done by the superintendent or his representative.

4. Studying "rules of operation" for the citizens advisory committee.

5. Notifying new members of committee by letters of their selection and having someone follow-up the letter immediately with a personal visit.

6. Having a member of the executive committee of the citizens advisory committee visit school board meetings.

APPENDIX A

February 8, 1968

TO: CONSULTANTS FOR ILLINOIS CITIZENS EDUCATION COUNCIL

Please list the schools with which you worked, then answer for each school the following questions:

1. What things worked well with the committee?

2. What things did not work well?

3. What problems were attacked and what successes or failures were encountered? Why and why not?

4. List your recommendations as things to do or not to do when working with citizens advisory committees as a consultant.

5. List your recommendations as things to do or not to do regarding effective operation of a citizens advisory committee.

Please list the administrative head and the best person on the committee to contact in case we need further information. Also list any preliminary contacts made.

May I have this information by February 25?

Would you send anything you think valuable to include? Thank you.

Sincerely yours,

Kenneth Knell
Executive Officer, REDL
345 Education Building
University of Illinois
Urbana, Illinois 61801

APPENDIX B

Questionnaire for Chairmen of Citizens Advisory Committees

Committee chairman: _____ (Name)

_____ (Address)

_____ (School address)

CONFIDENTIAL

Survey, Illinois Citizens Advisory Committee Project

1. Was the committee general or special?_____

2. Do you feel that a citizens advisory committee is desirable for a unit school district?

___ Yes ___ No

Why? _____

Why not? _____

3. What problems, issues or questions were studied and discussed?

A _____

B _____

C _____

D _____

E _____

F _____

4 What things worked well with the committee?

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

Why did they work well?

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

5. What things did not work well with the committee?

A _____

B _____

C _____

D _____

E _____

Why not?

A _____

B _____

C _____

D _____

E _____

F _____

6. Please list your recommendations as things to do regarding effective operation of a citizens advisory committee.

A _____

B _____

C _____

D _____

E _____

F _____

7. List things not to do regarding effective operation of a citizens advisory committee.

A _____

B _____

C _____

D _____

E _____

F _____

(Please use the back if more space is needed.)

Please send to: Kenneth Knell, Executive Officer
Rurban Educational Development Laboratory
345 College of Education
University of Illinois
Urbana, Illinois 61801

APPENDIX C

Letter to Citizens Advisory Committees

February 8, 1968

Dear Sir:

The Rurban Education Development Laboratory, under the direction of Lloyd J Phipps, is cooperating with the Illinois Citizens Education Council to complete and summarize the "Sears" project.

The objectives of the proposed study were:

1. To improve the quality of citizen participation in Illinois.

2. To enlarge the scope of such participation.

3. To develop and test new techniques and procedures in the development of citizens advisory committees.

Since your committee is listed as one cooperating in this important project, would you please complete these surveys and return them to me by February 29, 1968. I will see that you receive a copy of the summary when it is completed.

Two surveys are enclosed, one for your citizens advisory committee to complete and one for your chairman to complete.

Thank you for your cooperation.

Sincerely yours,

Kenneth Knell
Executive Officer, REDL
345 Education Building
University of Illinois
Urbana, Illinois 61801

KK:ss
Enclosures

APPENDIX D

Questionnaire for Citizens Advisory Committees

_____
(Name of school)

A Citizens Advisory Committee Survey sponsored by the Rurban Educational Development Laboratory, College of Education in cooperation with the Illinois Citizens Education Council. ("Sears" Project) Dr Lloyd J. Phipps, Director; Kenneth Knell, Executive Officer.

I. Formation of the general citizens advisory committee.

A. Who started the formation of this committee? _____

B. Why was it started? _____

C. Does the board of education have in its minutes a motion, passed by a majority vote, to form a general citizens advisory committee?

____ Yes ____ No

If so, please write in the motion. _____

D. To whom was the job of forming a committee delegated?
(1) _____ (Supt.) (2) _____ (Asst Supt.) (3) _____ (Others)
Please check one

E. Were policies relative to the committee adopted by the board?

____ Yes ____ No

Please write in the policies, or include a copy.

_____

F. How many members are there on the committee? _____

Is it continuing committee (continues from year to year)?

____ Yes ____ No

G. How were the first members selected? (Please include the form if one was used.)

_____

H. Were officers selected for the committee?

____ Yes ____ No

How were they selected?

_____

I. Please list the offices of the committee.

1. _____
2. _____
3. _____
4. _____
5. _____

J. What is the officers' term of office? _____

K. Will the officers probably be selected the same way next time? ___ Yes ___ No

If no, how will they be selected? _____

L. What is the length of the term in years of the members? _____

M. How are the new members selected? _____

N. How are new members notified of their appointment to the committee? (Please include pertinent information such as a sample letter, etc.) _____

O. Was a constitution and bylaws adopted by the committee? ___ Yes ___ No

If yes, please insert a copy.

P. Other information not included above _____

II. Accomplishments.

A. Contributed to the improvement of school policies? ___ Yes ___ No

Specific contributions: _____

B. Contributed to the improvement of the school program? ___ Yes ___ No

Specific contributions: _____

C. Completed studies related to the school situation? ___ Yes ___ No

Specific contributions: _____

D. Contributed to better communication between school and community? ___ Yes ___ No

Examples: _____

III. Committee morale and relationships

A. Number of meetings held during the past year _____

B. Average attendance at meetings _____ %

C. Have other members acquired increased confidence in and liking for each other? _____

D Percentage of meetings attended by board representative _____ %

E. Percentage of meetings attended by representative of administration _____ %

F. Percentage of meetings attended by teachers' representative _____ %

G. Number of joint meetings with board _____

H Affiliated committees used during year ___ Yes ___ No

I. Total number of members on affiliated committees: _____

J. Name and purpose of each affiliated committee: _____

_____

K. Number of persons involved in committee work other than members of central committee (as consultants, resource persons, etc.)?

_____

1. Number of these from the school staff _____

2. Number from the community but not from the school staff

_____

3. Number from outside the community _____

Examples: _____

L. Committee contributed part or all of program at other community meetings?

___ Yes ___ No

1. Meetings of P.T.A. units

___ Yes ___ No

2. Other meetings

Examples: _____

M. Assisted in disseminating information about school policies?

___ Yes ___ No

Examples: _____

N. Has interest in the committee increased or decreased interest in your school during the years?

_____ Increased _____ Decreased _____ No noticeable effect

1. The interest of the members of the central committee has

_____ Increased _____ Decreased _____ No noticeable effect

2. The interest of the members of affiliated committees has

_____ Increased _____ Decreased _____ No noticeable effect

3. The interest of the members of the board of education has

_____ Increased _____ Decreased _____ No noticeable effect

4. The interest of the administrators has

_____ Increased _____ Decreased _____ No noticeable effect

5. The interest of the teachers has

_____ Increased _____ Decreased _____ No noticeable effect

6. The interest of the community organizations has

_____ Increased _____ Decreased _____ No noticeable effect

7. The interest of the public has

Increased	Decreased	No noticeable effect

O. Have the members of the committee shared during the years with the members of citizens committees in other communities in the discussion of common problems?

Yes ___ No ___

IV. Committee operation.

A. Has the committee kept in its proper field?

Yes ___ No ___

B. Have the officers functioned well?

Yes ___ No ___

Examples: _____

C. Was there a satisfactory annual program?

Yes ___ No ___

D. Were the meetings well-planned?

Yes ___ No ___

E. Were the discussions at meetings well-conducted and fruitful?

Yes ___ No ___

F. Was there general participation in the discussions?

Yes ___ No ___

Examples of especially good or poor discussions:

_____

G. Were affiliated committees well-inducted into their responsibilities and given help with their assignments?

Yes ___ No ___

H. Were the progress reports and final reports of affiliated committees given adequate consideration?

Yes ___ No ___

I. Were there occasional appraisals of the work of the committee?

Yes ___ No ___

J. Were published aids for committees used?

Yes ___ No ___

1. How many of the publications for "Better Schools" has the committee used during the year?

2. List publications that were used during the year.

A _____

B _____

C _____

D _____

3. Has the committee used the reports by the Task Force for Education?*

___ Yes ___ No

4. List other published materials of instructional nature the committee has used during the years.

_____

5. Were consultants from outside the community used? ___ Yes ___ No

Name	Contributions

6. Was a library collection of school and educational materials available to the committee?

___ Yes ___ No

7. What training procedures were used for the members?

a. Study of constitution and bylaws ___ Yes ___ No

b. Parlimentary procedures ___ Yes ___ No

c. List others._____

8. Was the charter for the committee reviewed by the committee and the board during the years?

___ Yes ___ No

Were revisions made in the charter for the committee during the years?

___ Yes ___ No

If yes, please indicate specific revisions.

_____

Please return to: Kenneth Knell, Executive Officer
Rurban Educational Development Laboratory
345 College of Education
University of Illinois
Urbana, Illinois 61801

*Illinois Council for Educational Research and Development, The Public Schools of Illinois, completed 1964.

APPENDIX E

GUIDELINES FOR THE ORGANIZATION AND OPERATION OF LOCAL CITIZEN ADVISORY COMMITTEES AS DEVELOPED IN STATEWIDE CLINICS ICEC PROJECT

PUBLIC POLICY IS CITIZEN-MADE

1 The American systems places the responsibility for public policy upon the citizens of the country. All voters may share, directly or indirectly, in public decisions

2 Ours is a representative democracy. A citizen cannot be intelligent about and active in all public affairs Those who represent citizens in dealing with particular public affairs, such as public education, must be competent, diligent and adequately representative of the citizenry

3. Our public schools should exemplify the best practices of the American type of democracy. By improving citizen participation in school affairs they educate citizens for participation in all public affairs.

PLANNING FOR THE COMMITTEE

4. The most opportune time for the establishment of a citizens advisory committee is at a time when there is no pressing problem in the community which may tend to split the community. This should not be interpreted to mean that this is the only time that such committees should be formed Often it is necessary to form them in times of stress

5 Ground rules for the operation of the citizens advisory committee should be established prior to the time people are invited to serve on the committee. This should be done at the time the board of education authorizes its formation The board of education, a consultant, the superintendent and chosen members of his staff, and other interested persons should help make these ground rules.

6 A school-sponsored citizens advisory committee should be formed only after the board and administrator of the school are in agreement that the committee would be a good thing for the school.

7. A school-sponsored citizens committee should have a consultant early in its inception and development, and should have a consultant available at all times thereafter. The consultant should meet with the board of education before the formation of a committee and should be at all meetings concerned with its formation. Many committees are doomed to failure because of the use of improper procedures during their formation.

8 Publicity about a citizens advisory committee, in the formation stage, should be limited to the purposes of the committee and the relationship of the committee to the school board and school staff

9 A citizens advisory committee, to be most effective, should be established and maintained on a continuing basis

SELECTING THE COMMITTEE

10. The board of education should name a selection committee with two functions: (1) To secure nominations from a large and representative part of the people of the district for membership in the citizens advisory committee; and (2) to screen these nominations and add others to produce a representative committee The choice of the members of the selected committee is critically important Those chosen for the selection committee should be reasonably representative of the various elements of a community

11 A citizens advisory committee should be representative of the whole community and should be composed of persons from all segments of the community

12. Citizens advisory committee members should be chosen as representatives of the community and not as representatives of any group or organization

13 The members of citizens advisory committees should be selected carefully from among those members of the community who are of high general ability and who are genuinely interested in the welfare of the community.

14 The names of members of a citizens advisory committee should be published only after they have been contacted and have agreed to serve on the committee

15 The number of members needed on the committee depends somewhat on the community but should not be fewer than twelve nor more than twenty

16. Citizen committee membership should not be of a permanent nature but should be on a rotating basis. A three-year term is probably best. One-third of the committee should be replaced with new members each year.

ORGANIZING THE COMMITTEE

17. A citizens advisory committee should be free to choose its own officers.

18 The consultant should serve as temporary chairman until the committee is organized

19. A regular schedule of meetings should be established as early as possible. Interim meetings may be held if the work requires them. No less than one meeting should be held each month of the school year.

20 The board should provide a meeting place for the committee.

OPERATING THE COMMITTEE

21. A citizens advisory committee should be primarily a study group and secondarily a promotional group.

22 A citizens advisory committee should concentrate its activities in the areas of policy development and communication, not in administration or personnel management.

23 A good way to orient a citizens advisory committee with the program of a school system is to start with a tour of the schools.

24 While a citizens advisory committee should not be limited as to the scope of problems it may study, it should undertake only one or two problems at any one time.

25. The school board should not dictate what the citizens advisory committee may study, but should offer suggestions

26. A citizens advisory committee should, when possible, select as its first problem for study one which it is possible to solve in a relatively short time.

27. A citizens advisory committee, when it is starting, should avoid issues which are likely to "split" the community and should attack this type of problem only after it has become well established.

28 A consultant is responsible for seeing that the citizens advisory committee maintains its proper relationship to the school board, the school staff, and the people of the community.

29. Resource persons, those who have a special competence in one or more areas, should be consulted for help as needed.

30 The superintendent of schools is one of the most valuable resource persons available to the committee.

31. The citizens advisory committee should fully utilize the services of the school staff as resource persons.

32 There should be close communication between the citizens advisory committee and the board of education at all times. A member of the board of education should often be invited to sit with the committee as a resource person and one annual joint meeting between the board of education and the citizens advisory committee is recommended.

33 While working cooperatively with the board of education the citizens advisory committee should arrive at its own decision and never be a "rubber stamp" for the board.

34. The citizens advisory committee should enlist the aid of citizens of the community by establishing temporary subcommittees as needed to work on specific phases of a problem.

35. All meetings of the citizens advisory committee should be open to the public.

REPORTING COMMITTEE WORK

36. The committee should report its recommendations and suggestions to the board never to the public directly.

37. When the board appoints a citizens advisory committee, it assumes an obligation to consider carefully the opinions of the committee, and while the board is not obligated to act favorably on all committee recommendations, it should be prepared to state specific reasons when it does not act favorably.

38. All publicity released by a citizens advisory committee should be released through the same procedures as other school publicity.

APPENDIX F

PATTERN FOR SCHOOL-SPONSORED CITIZENS ADVISORY COMMITTEES*

Several decisions need to be made before organizing a school-sponsored citizens advisory committee. Some of the most important questions that need to be answered are the following:

SHALL THERE BE SCHOOL-SPONSORED CITIZENS COMMITTEES? If the answer is yes, the citizens advisory committee should (1) be broadly representative of the entire community, (2) secure and study the facts about the school, and (3) operate with and through the constituted school authorities.

The best time to organize a citizens committee is when there is peace in school affairs and independent committees are not operating.

SHOULD TEMPORARY OR CONTINUING COMMITTEES BE USED? Continuous, rather than sporadic, citizen participation is needed. Citizens on temporary committees usually obtain a wrong impression as to the possibilities of citizen participation and are also more likely to be organized with less care than continuing committees. It takes time for citizens to learn to participate in school affairs, to acquire interest in them, and to become familiar with school conditions. A nucleus of continuing committees is needed in every school system.

WHAT STEPS SHOULD BE TAKEN BEFORE THE FIRST COMMITTEE IS ORGANIZED? Before any citizens committee is organized, the board of education should understand thoroughly what it is doing and why. Several board meetings and help of consultants may be necessary in arriving at this understanding. The board should also adopt policies relative to the committee. Representatives of all who would be affected by the work of the committee should be consulted: administrators, teachers, leaders of community organizations, and others.

SHOULD THERE BE ONE COMMITTEE OR A NETWORK OF COMMITTEES? One small committee cannot do all that needs to be done or involve sufficient citizens in school affairs. A large committee is difficult to manage. Experience indicates that a school-wide committee of 15 to 25 persons, supplemented by smaller committees, provide the best working conditions. These supplemental committees for attendance areas, for important divisions of the school, or for special problems of importance, often include 9 to 15 members.

SHOULD MEMBERSHIP IN A COMMITTEE BE CONFINED TO LAY CITIZENS? Members of citizens committees should be citizens who are not connected with the school. Professional educators, representatives of the board, and representatives of the administration best help citizen committees by serving as consultants without voting rights.

HOW MANY CITIZENS SHOULD BECOME INVOLVED IN COMMITTEES? A desirable objective toward which to work is to involve one percent of the voters in one or another kind of advisory committee.

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*Abstract of, Citizen Participation in Local Policy Making for Public Education, by Herbert M. Hamlin, College of Education, University of Illinois, revised 1960.

HOW TO CHOOSE MEMBERS OF A CITIZENS COMMITTEE?

1. A selection committee composed mostly or entirely of nonschool people should be used to select members of citizens advisory committees. Members of the board of education, the administrators, and the teachers should not do the selecting.

2. A large and representative part of the people of a district should be asked to suggest members of a school-wide committee. Persons representative of those most directly affected should be consulted in the choice of members of special committees, such as committees for agricultural education.

3. The selection committee should be carefully briefed in methods of screening the names suggested by the public to secure the number needed for a citizens committee. For example, the selection committee should know how representative the citizens committee should try to be in such aspects as sex, age, and geographic distribution.

SHOULD COMMITTEE MEMBERS EVER BE SELECTED BY COMMUNITY ORGANIZATIONS AND INSTITUTIONS? There is a general agreement that community organizations and institutions should never be asked to send representatives to a school's citizens advisory committee. There are many reasons for this belief, among them are these:

1. There are too many organizations in most communities to have a representative from each on a single committee.

2. Not all organizations invited to send representatives will send them, making the committee more unrepresentative than it was intended to be.

3. Some aggressive organizations would send representatives instructed to vote and speak only according to the policy of the organization.

4. Organizational differences about nonschool matters often cause division of school affairs.

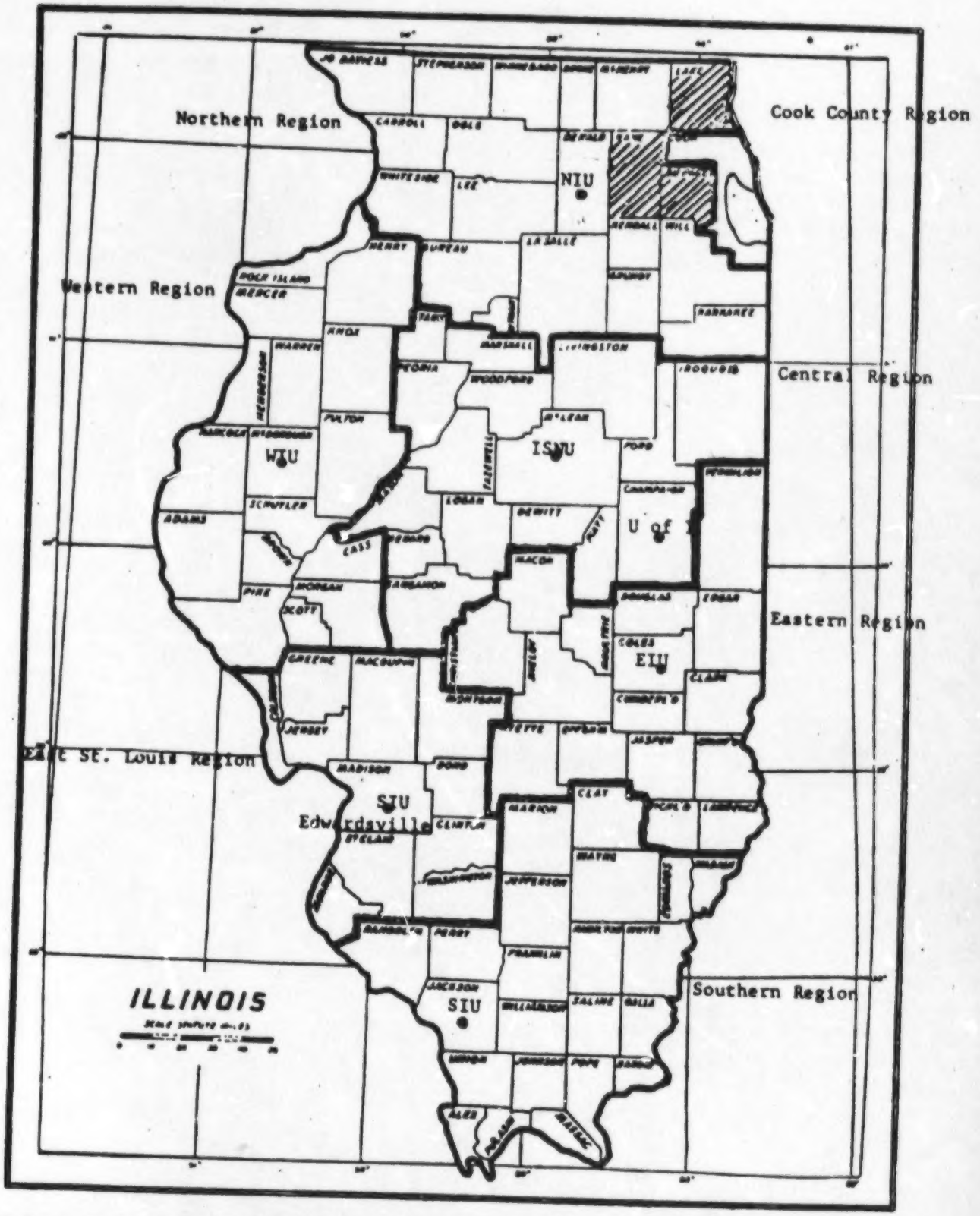
5. Committees of this type, like a coalition government, seldom last very long, and once a committee has fallen apart it is difficult to replace.

SHOULD A BOARD OF EDUCATION ADOPT A CHARTER FOR CITIZENS COMMITTEE OR SHOULD A COMMITTEE SUBMIT A CONSTITUTION TO THE BOARD? For a long time, citizens committees operated without either board policies or committees adopted constitutions. Then it became apparent that committees needed some kind of guiding rules and they evolved their own constitutions and submitted them to their boards of education for approval. Later it became apparent that it would be better for boards to think through the general principles under which these committees would operate and to adopt policies necessary for the protection of all concerned before setting a committee in operation. Boards found it embarrassing when committee members they had urged to serve submitted constitutions including provisions the board could not accept.

HOW TO INDUCT THE COMMITTEE MEMBERS INTO THEIR WORK. An official letter is sent by the secretary of a board of education to the prospective members, asking them to serve, telling them how they were chosen, and enclosing the board's charter for a committee. Prospective members are then visited by a team, drawn from the board and the board's employees, who are able to answer questions and make further explanations of the committee and its proposed work

At an early meeting of the committee, someone familiar with the work of citizens committees should meet with a new committee to indicate the possibilities and hazards of committee work

BEST COPY AVAILABLE



DuPage, Lake, Kane counties may go to either Cook County or the Northern Region

APPENDIX H

KANKAKEE CITIZENS ADVISORY COMMITTEE

SAMPLE GUIDE SHEET TO ASSIST IN OBTAINING A REPRESENTATIVE CITIZENS ADVISORY COMMITTEE

Fictitious names	Age	Male	Female	Negro	White	Labor	Business	Industry	Housewife	Jewish	Protestant	Catholic	Service Club	Mid-town	West side	East side
M. Jones	36		✓		✓				✓		✓		✓		✓		
[illegible] Heck	29	✓			✓		✓			✓				✓			
H Johnson	52	✓		✓		✓					✓			✓			
L Patrick	43		✓		✓		✓					✓	✓	✓			
R Rourk	31	✓			✓			✓				✓				✓	
B. Houck	59	✓			✓			✓			✓		✓		✓		
J Elliot	26		✓		✓				✓		✓		✓			✓	

APPENDIX I

CHARTER

CITIZENS ADVISORY COMMITTEE
Community Unit School District #3
Mahomet, Illinois

A Term of members.

1. The original members of the citizens advisory committee will serve at least two years. At the end of the first year, the terms of the original members will be determined by lot One-third of the members will serve for one additional year, one-third will serve for two additional years, and one-third will serve for three additional years

2. When a vacancy occurs, a newly appointed member will serve during the unexpired term of the member he replaces.

3. A person who has served a term as a member is ineligible for reappointment until one year has elapsed following the expiration of his term.

4. All members chosen to replace members who have completed regular terms will be appointed for three-year terms.

B Consultants.

1. A representative of the board of education, the superintendent of schools, an elected representative of the teaching staff, and an elected member of the nonprofessional staff will sit regularly with the citizens advisory committee as consultants.

C. Operation of the committee.

1. The citizens advisory committee will organize itself, determine its meeting times, select its officers and committees, make its rules; and formulate its program and its meeting agenda

2. The board of education will make known to the committee the current policies of the school system and will submit to the committee for its advice any proposals for the revision of those policies

3. The board will react, orally or in writing, to any proposals for changes in policy submitted by the committee.

4. Annual meetings of the board and the committee will be held. Additional joint meetings will be held when they are mutually desired.

5. The committee is urged to appoint affiliated committees as they are needed Some of those may be continuing committees; some may be temporary committees to deal with special problems. Affiliated committees may include members of the citizens advisory committee, other lay citizens, members of the school staff, and students. A member of the school staff may, with approval of the

superintendent of schools, request the committee to name a special committee to deal with problems in his field of work.

6. Minutes of the meetings of the committee will be sent to the members of the board of education and to the members of the administrative, teaching and nonprofessional staffs

7 The committee or any of its affiliated committees may seek information and counsel from any employee of the board of education on matters clearly related to the problems on which the committees are working

8. The school will provide the committee and its affiliated committees with the consulting and clerical services that in the judgment of the superintendent of schools are desirable and feasible.

D. Responsibilities of members.

1. Each member is expected to attend meetings regularly, participate in committee discussions, and serve on subcommittees and affiliated committees when requested to serve.

2. Each member is expected to study carefully any problem which comes before the committee meetings before committing himself finally to a conclusion about it.

3. Members will not report outside committee meetings opinions expressed and stands taken by other members in those meetings.

E. Use of consultants

1. The committee recognizes the need of professional knowledge and assistance and will make extensive use of consultants from within and without the staff of the school system.

F. Loss of membership.

1. Members who fail to attend three consecutive meetings automatically lose their membership unless they present reasons for their absences acceptable to the committee.

G. Methods and procedures concerning the operation of affiliated committees.

1. Purpose. The purpose of creating special committees is to encourage a detailed study of a particular problem to assist the citizens advisory committee and the board of education in improving education throughout the school district.

2. The legal status of the board of education. The board of education is the legally constituted body over the public schools of the district. It cannot legally surrender any of its powers and responsibilities. It relinquishes none of its authority in creating a citizens committee, or any of its affiliated or special project committees.

3. Tenure. Special project committees will be terminated when the citizens advisory committee has accepted or rejected their findings, or when they have been released by the citizens advisory committee.

4. The field of the committee shall be limited to the subject assigned by the citizens advisory committee.

5. Membership. Any person names by the citizens advisory committee who is a resident of the school district may be a member. Lay citizens, school employees, and students may serve as members.

6. Consultants. Special project committees shall have as consultants, a representative of the citizens advisory committee and the superintendent of schools or his representative. Also, especially qualified people such as employees of the school system and people of special competence both from within and from outside the district may be consulted.

7. Special project committees shall meet with the citizens advisory committee for their initial meetings to learn of the scope of the problems they are to study. Their final meeting should be with the citizens advisory committee to explain the results of the written report.

8. It shall be the province of special project committees not only to be fact-finding bodies, but also to offer any recommendations they deem proper to the citizens advisory committee.

9. Each special project committee shall appoint its own chairman and a secretary to keep minutes of its proceedings.

10. Special project committees will not engage in public controversies, nor release any of their findings other than to the citizens advisory committee.

11. The board of education will appoint a five-member selection committee, which will be responsible for submitting to the citizens advisory committee the names of prospective members.

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